**2019-2020 Annual Program Assessment Report Guide (Educational Leadership & Policy Studies)**

Please submit your report to your department chair or program coordinator, the Associate Dean and Dean of your College, and to [james.solomon@csun.edu](mailto:james.solomon@csun.edu), Director of the Office of Academic Assessment and Program Review, by **September 30, 2020**. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please include this form with your report in the same file and identify your department/program in the file name. Please do not change the date on the form, and be sure to check that your report is ADA accessible.**

**College: Michael D. Eisner College of Education**

**Department: Educational Leadership and Policy Studies**

**Program: Masters in Higher Education Leadership**

**Assessment liaison:**

1. **Please check off whichever is applicable:**

**A. \_\_\_X\_\_\_\_ Measured student work within program major/options.**

**B. \_\_\_\_\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_\_\_\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_\_\_\_\_\_\_\_ Participated in the 2019-20 assessment of General Education Section D: Social Sciences and U.S. History and Government student learning outcomes**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:

* an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include) **[See attachments]**
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the GE learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include: e.g. SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes) and the creation or modification of new assessment instruments

1. **Preview of planned assessment activities for 2020-21.** Include a brief description as reflective of a continuous program of ongoing assessment.

**As part of the department’s continuous program of ongoing assessment, we are planning for the following:**

1. Collecting data across our three programs (MA/K12, MA/HE, Doctoral Program) that measures student learning outcomes and dispositions.
2. Examining data on direct assessment: the Doctoral Qualifying Exams and the Master’s Comprehensive Exams
3. Analyze results from annual assessment of core program concepts to determine necessary revisions to the curriculum
4. Reviewing designated course signature assignments to determine alignment between curriculum and SLOs.

[SEE ATTACHMENTS BELOW]

**Department of Educational Leadership & Policy Studies**

**Higher Education Comprehensive Exam Scoring Rubric**

|  |  |  |
| --- | --- | --- |
|  | Pass | Non-Pass |
| Knowledge of Problem/Topic | Displays broad knowledge of a major problem/topic related to leadership, best practices, and/or the context of higher education leadership. Demonstrates strong understanding of connections among research, theory, and practice. | Presents inadequate knowledge of a major educational problem/topic related to leadership, best practices, and/or the context of higher education leadership. Inadequate understanding of connections among research, theory, and practice. |
| Critical Analysis & Use of Literature | Demonstrates critical thinking and ability to clearly analyze, critique, and evaluate the problem, using appropriate research literature. Displays ability to draw on scholarship and course material in a clear, well-organized manner. | Insufficient evidence of critical thinking. Lack of clarity in analysis; inadequate or inappropriate use of research literature. Unclear or poorly organized integration and application of course material and scholarship. |
| Writing | The writing generally follows conventions for academic written English and communicates essential information with clarity, precision, and coherence. Writing is well- organized with appropriate transitions and logical flow for a coherent argument. | The writing does not follow academic conventions consistently and is not well organized. The transitions and logical flow are poorly developed and prevent the reader from following the argument. |
| Style and Format | APA style guidelines are largely met, small number of errors. Meets the 5-page requirement excluding cover page and references. | Does not follow APA style consistently; many errors. Goes over or under the 5-page requirement excluding cover page and references. |

**COMPREHENSIVE ASSESSMENT PLAN**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ILOs** | **PLOs** | **SLOs** | **Course where each SLO is assessed** | **Assessment activity/ assignment used to measure each SLO** | **Assessment tool used to measure outcome success** | **Assessment scheduled- how often SLOs will be assessed** | **How data/ findings will be quantitatively or qualitatively reported** | **Designated personnel to collect, analyze, and interpret student learning outcome data** | **Program data/ findings dissemination schedule** | **Closing the loop strategies** |
| **ILO1:**  Demonstrated a graduate-level mastery of the contemporary knowledge base of their field of study. | **PLO 2:**  Use of data and technology for educational problem-solving and decision-making. Candidates not only have knowledge and skills in how to do research, but show an inclination to use data, consult the literature, engage in applied research and/or encourage praxis among members of the campus community in order to improve higher education policy and practice. | **SLO 2:**  Each candidate is able to improve the success of all undergraduate and graduate students by advocating, nurturing, and sustaining a higher education campus environment conducive to student learning and professional growth | ELPS  600HE  ELPS 601HE  ELPS  656HE  ELPS  663HE  ELPS  673HE | Presentation  Analytical Paper  Classroom Response Systems  Policy Paper  Observations/ Critique | Rubrics | Once per semester | Instructor observation narrative with analysis and findings to show trends and patterns | Program faculty in consultation with department chair | Annual department retreat and targeted department meetings | Scheduled updates of  assessment tools and strategies |
| **SLO 3:**  Each candidate demonstrates knowledge of how to advance the success of all undergraduate and graduate students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective higher education campus environment | ELPS 650HE  ELPS  667HE  ELPS  674HE  ELPS  688HE | Presentation  Analytical Paper  Classroom Response Systems  Policy Paper  Observations/ Critique | Rubrics | Once per semester | Instructor observation narrative with analysis and findings to show trends and patterns | Program faculty in consultation with department chair | Annual department retreat and targeted department meetings | Scheduled updates of  assessment tools and strategies |
| **ILO 2:**  Mastered the discipline-based skills appropriate for success in the field, and will be able to apply them to common problems within the field | **PLO 1:**  Collaboration and networking with colleagues and stakeholders for the improvement of a higher education community. Candidates not only have knowledge and skills in how to collaborate, but show an inclination towards teamwork and shared or distributed leadership, with a willingness to listen to stakeholders, share decision-making, and nurture leadership in others. In addition, candidates show a disposition to play an active, positive role in regional networks during and after program completion for higher education reform | **SLO 1:**  Each candidate is able to promote the success of all undergraduate and graduate students by facilitating the development, articulation, and stewardship of a vision of learning that is shared and supported by the higher education community | ELPS 601HE  ELPS 656HE  ELPS  650HE | Presentation  Analytical Paper  Classroom Response Systems  Policy Paper | Rubrics | Once per semester | Instructor observation narrative with analysis and findings to show trends and patterns | Program faculty in consultation with department chair | Annual department retreat and targeted department meetings | Scheduled updates of  assessment tools and strategies |
| **PLO 4:**  Institutional reform using systems thinking as a change agent with an interest in improvement within their area of higher education practice. Candidates not only have knowledge and skills in how to lead systemic reform, but see themselves and others as change agents and are inclined to look at problems and solutions systemically rather than as isolated instances, with a view to scaling up promising practices. | **SLO 6:**  Each candidate understands how the larger political, social, economic, legal, and cultural context of a higher education campus community. | ELPS 601HE  ELPS  663HE  ELPS  667HE  ELPS  673HE  ELPS  674HE  ELPS  697HE | Presentation  Analytical Paper  Classroom Response Systems  Policy Paper  Comprehensive Exam | Rubrics | Once per semester | Instructor observation narrative with analysis and findings to show trends and patterns | Program faculty in consultation with department chair | Annual department retreat and targeted department meetings | Scheduled updates of  assessment tools and strategies |
| **ILOs** | **PLOs** | **SLOs** | **Course where each SLO is assessed** | **Assessment activity/assignment used to measure each SLO** | **Assessment tool used to measure outcome success** | **Assessment scheduled - how often SLOs will be assessed** | **How data/findings will be quantitatively or qualitatively reported** | **Designated personnel to collect, analyze, and interpret student learning outcome data** | **Program data/findings dissemination schedule** | **Closing the loop strategies** |
| **ILO 3:**  Displayed the personal attributes or dispositions appropriate for success in the field, such as persistence, creativity, and good ethical judgment | **PLO 3:**  Cultural proficiency in working with diverse candidates, staff, and stakeholders and in promoting equity-based policies and practices. Candidates not only have knowledge and skills in how to work effectively in diverse higher education campus environments and promote equitable practices, but ascribe value and are responsive to linguistic, cultural, and racial diversity in their ways of thinking, communicating, and leading higher education institutions. | **SLO 4:**  Each candidate is able to apply principles of best practices to engage community members, respond to diverse community interests and needs, and mobilizing community resources towards the success of all undergraduate and graduate students | ELPS  600HE  ELPS  688HE  ELPS  690HE | Presentation  Analytical Paper  Classroom Response Systems  Policy Paper  Observations/ Critique | Rubrics | Once per semester | Instructor observation narrative with analysis and findings to show trends and patterns | Program faculty in consultation with department chair | Annual department retreat and targeted department meetings | Scheduled updates of assessment tools and strategies |
| **SLO 5:**  Each candidate exhibits a personal code of ethics and develops professional leadership capacity. | ELPS  600HE  ELPS  650HE  ELPS  688HE | Presentation  Analytical Paper  Classroom Response Systems  Policy Paper  Observations/ Critique | Rubrics | Once per semester | Instructor observation narrative with analysis and findings to show trends and patterns | Program faculty in consultation with department chair | Annual department retreat and targeted department meetings | Scheduled updates of assessment tools  and strategies |
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**Department of Educational Leadership & Policy Studies**

**Student Learning Outcomes of the Master’s Degree Program in Higher Education Leadership**

**Curricular Alignment Matrix**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **ELPS 600** | **ELPS 601** | **ELPS 650** | **ELPS 656** | **ELPS 663** | **ELPS 667** | **ELPS 673** | **ELPS 674** | **ELPS 688** | **ELPS 690** | **ELPS 698D** |
| ***1. Each candidate is able to promote the success of all students by facilitating the development, articulation, and stewardship of a vision of learning that is shared and supported by the higher education community.*** | D | I | P | I | I | D | P | P | P | I | I |
| ***2. Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a campus environment conducive to student learning and professional growth.*** | I | I | P | D | P | P | D | P | P | I | I |
| ***3. Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective campus environment.*** | I | I | D | P | P | P | P | D | D | I | I |
| ***4. Each candidate promotes the success of all students by engaging with community members, responding to diverse community interests and needs, and mobilizing community resources.*** | D | P | P | D | P | P | P | D | D | D | D |
| ***5. Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.*** | I | P | D | P | P | D | P | P | D | I | I |
| ***6. Each candidate promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.*** | I | P | I | P | D | D | D | P | D | I | P |

I = introduced (basic level of proficiency is expected)

P = practiced (proficient/intermediate level of proficiency is expected)

D = demonstrated (highest level/most advanced level of proficiency is expected)

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**

**MASTER OF ARTS DEGREE IN HIGHER EDUCATION LEADERSHIP**

**Year One Program Assessment**

The program faculty and administration of the Master of Arts (MA) in Higher Education Leadership are committed to continuous improvement. Students’ perspectives are very important. Therefore, your candid responses to this survey will be of great benefit and give the program leadership insight about important aspects of the program. All answers are strictly confidential.

Please rate the degree to which you agree with the following items using the scale below:

Strongly Agree = 5

Agree = 4

Neutral = 3

Disagree = 2

Strongly Disagree = 1

|  |
| --- |
| **Instructional Effectiveness** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. | Overall, the quality of instruction I receive in the program is excellent | Strongly Agree |  | Strongly Disagree |
| 2. | The content of program courses has been valuable | Strongly Agree |  | Strongly Disagree |
| 3. | Overall, program faculty are supportive and accessible | Strongly Agree |  | Strongly Disagree |
| 4. | Overall, program faculty are knowledgeable and make courses relevant | Strongly Agree |  | Strongly Disagree |
| 5. | Overall, the workload for courses is reasonable for a MA program | Strongly Agree |  | Strongly Disagree |

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| **Program Structure** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 6. | The program creates a network of educational leaders | Strongly Agree |  | Strongly Disagree |
| 7. | The program offers a broad foundation of knowledge in higher education leadership | Strongly Agree |  | Strongly Disagree |
| 8. | The program offers a good foundation for doing applied educational research | Strongly Agree |  | Strongly Disagree |
| 9. | The cohort structure works well | Strongly Agree |  | Strongly Disagree |
| 10. | The program is well designed for working professionals | Strongly Agree |  | Strongly Disagree |
| 11. | The program is inclusive and accessible to students who require additional accommodations | Strongly Agree |  | Strongly Disagree |

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| **Program Advising** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 12. | Program advising helped me understand the program | Strongly Agree |  | Strongly Disagree |
| 13. | Program advising was accessible to me when I needed help | Strongly Agree |  | Strongly Disagree |
| 14. | Program advising addressed support to complete degree requirements if/when I experienced personal or family issues | Strongly Agree |  | Strongly Disagree |

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| **Program Faculty** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 15. | Program faculty assist me with my professional development | Strongly Agree |  | Strongly Disagree |
| 16. | Program faculty are available to meet with me on a regular basis | Strongly Agree |  | Strongly Disagree |
| 17. | Program faculty care about me as a person and provide emotional support when needed | Strongly Agree |  | Strongly Disagree |
| 18. | I am satisfied with my relationships with program faculty | Strongly Agree |  | Strongly Disagree |

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| **Overall Satisfaction** |

|  |  |  |  |
| --- | --- | --- | --- |
| 19. Overall, I am satisfied with my experience in the program so far | Very Satisfied |  | Not Satisfied at all |
| 20. So far, if I had to do it over, I would enroll in this program | Definitely Yes |  | Definitely No |

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| **Reflection** |

21. In the space below please provide any additional reflections or suggestions you would like to share about the quality of the MA in Higher Education Leadership program

|  |
| --- |
| **Demographic Information** |

22. To which gender do you most identify?

Female

Male

Transgender Female

Transgender Male

Gender Variant/Non-Conforming

Prefer to self-describe:

Prefer not to answer

23. To which race/ethnicity do you most identify? (Mark all that apply.)

White/Caucasian

African American/Black

American Indian/Alaskan Native

Asian American

Filipino

Native Hawaiian/Pacific Islander

Mexican American/Chicano(a)

Puerto Rican

Other Latino(a)

Prefer to self-describe:

Prefer not to answer

24. In which educational sector are you employed? (Mark one.)

PreK-12 school

PreK-12 district

Community College

University

Other educational institution

Currently employed outside of the educational sector

Not currently employed

Prefer not to answer

25. If employed, please state position title:

Position title:

Prefer not to answer

**End of Survey**

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**

**MASTER OF ARTS DEGREE IN HIGHER EDUCATION LEADERSHIP**

**Year Two Program Assessment**

The program faculty and administration of the MA in Higher Education Leadership are committed to continuous improvement. Students’ perspectives are very important. Therefore, your candid responses to this survey will be of great benefit and give the program leadership insight about important aspects of the program. All answers are strictly confidential.

**A. CORE CURRICULAR CONCEPTS**

Below are the learning outcomes that have been included in the MA in Higher Education Leadership Program. Please rate how well the MA in Higher Education Leadership Program prepared you in each of the areas using the scale below:

Very Well = 5

Well = 4

Adequately = 3

Poorly = 2

Very Poorly = 1

|  |
| --- |
| **Program-Level Learning Outcomes** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. | Collaborate with constituent communities on campus | Very Well |  | Very Poorly |
| 2. | Work toward collegial and cooperative engagement with students, faculty, and staff | Very Well |  | Very Poorly |
| 3. | Critically analyze and synthesize applied research and praxis to address marginalized communities and vulnerable groups in higher education | Very Well |  | Very Poorly |
| 4. | Enact a culturally proficient practice in working with diverse campus stakeholder to promote equity-based policies and practices | Very Well |  | Very Poorly |
| 5. | Develop a professional orientation toward institutional reform for transformed campus spaces and more equitable outcomes for all students | Very Well |  | Very Poorly |

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| **Student-Level Learning Outcomes** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 6. | Describe a leadership vision based on principles of educational leadership | Very Well |  | Very Poorly |
| 7. | Apply standard and emergent leadership practices in campus settings | Very Well |  | Very Poorly |
| 8. | Conceptualize, design, and implement a small-scale, applied action research study | Very Well |  | Very Poorly |
| 9. | Understand practices of organizational management that promote safe, efficient, and effective campus environments | Very Well |  | Very Poorly |
| 10. | Develop a plan that assesses and improves areas of institutional operations for groups that are historically excluded from participating in higher education | Very Well |  | Very Poorly |
| 11. | Design a program to respond to diverse community interests and mobilizes institutional resources to address critical need of support to succeed in their campus roles | Very Well |  | Very Poorly |
| 12. | Model ethical principles through the development of a personal code of professional ethics | Very Well |  | Very Poorly |
| 13. | Evaluate larger political, social, economic, legal, and cultural contexts of higher education and assess their influences on higher education campus communities | Very Well |  | Very Poorly |

**B. OVERALL QUALITY OF THE MA IN HIGHER EDUCATION LEADERSHIP PROGRAM**

Using the scale below, please rate the quality of the MA program on the following factors:

Excellent = 5

Good = 4

Satisfactory = 3

Poor = 2

Unacceptable = 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 14. | Quality of curriculum | Excellent |  | Unacceptable |
| 15. | Quality of faculty research | Excellent |  | Unacceptable |
| 16. | Quality of fellow MA students in my cohort | Excellent |  | Unacceptable |
| 17. | Quality of teaching | Excellent |  | Unacceptable |
| 18. | Quality of academic advising in the program | Excellent |  | Unacceptable |
| 19. | Quality of career advising in the program | Excellent |  | Unacceptable |
| 20. | Overall program quality | Excellent |  | Unacceptable |
| 21. | Overall program support | Excellent |  | Unacceptable |

**C. OVERALL SATISFACTION WITH THE MA IN HIGHER EDUCATION LEADERSHIP PROGRAM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 22. | Overall, I was satisfied with my experience in the program | Very Satisfied |  | Not Satisfied at all |
| 23. | If I had to do it over, I would enroll in this program | Definitely Yes |  | Definitely No |
| 24. | I would recommend this program to others | Definitely Yes |  | Definitely No |

**D. PROFESSIONAL ASPIRATIONS**

Using the scale below, currently, how strong is your interest in or desire for each of these career options?

Very High = 5

High = 4

Moderate = 3

Low = 2

Very Low = 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 25. | University/college executive, e.g., vice president/chancellor, president/chancellor | Very High |  | Very Low |
| 26. | University/college administrator, e.g., dean, associate or assistant dean, director | Very High |  | Very Low |
| 27. | Educational leader at county, state, or federal agency or department |  |  |  |
| 28. | University/college professor | Very High |  | Very Low |
| 29. | Administrator/manager in an education non-profit or government agency | Very High |  | Very Low |
| 30. | Administrator/manager in business, industry, or the private sector | Very High |  | Very Low |
| 31. | Independent education consultant | Very High |  | Very Low |
| 32. | Other | Very High |  | Very Low |

**E. REFLECTION**

33. In the space below please provide any additional reflections or suggestions you would like to share about the quality of the MA in Higher Education Leadership program

**F. DEMOGRAPHIC INFORMATION**

34. To which gender do you most identify?

Female

Male

Transgender Female

Transgender Male

Gender Variant/Non-Conforming

Prefer to self-describe:

Prefer not to answer

35. To which race/ethnicity do you most identify? (Mark all that apply.)

White/Caucasian

African American/Black

American Indian/Alaskan Native

Asian American

Filipino

Native Hawaiian/Pacific Islander

Mexican American/Chicano(a)

Puerto Rican

Other Latino(a)

Prefer to self-describe:

Prefer not to answer

36. In which educational section are you employed? (Mark one.)

PreK-12 school

PreK-12 district

Community College

University

Other educational institution

Currently employed outside of the educational sector

Not currently employed

Prefer not to answer

37. If employed, please state position title:

Position title:

Prefer not to answer

**End of Survey**